

Overview of Secondary and Tertiary Interventions- Moving up the Continuum

Tim Lewis, Ph.D.
University of Missouri

*OSEP Center for Positive Behavioral
Interventions & Supports*
<pbis.org>

The key

Behavior is functionally related
to the teaching environment

School-wide PBS Process Analyses

*applying science to create and
sustain school-wide systems*

Practices (what we do for students)

- Clear Outcomes/Objectives
- Research supported
- Technical assistance input
- Stake holder input

Systems (how we support adults)

- Evaluate Current systems
 - New system
 - Modify system
- Allocate/reallocate resources
- Develop process/model and forms (adult & student)
- Training / information dissemination
- On-going support (adult & students)
- Develop formative evaluation process (student outcomes, adult use, success and barriers)
- Provide frequent positive & instructional feedback to staff

Data (how we make decisions)

- Student outcomes
- Adult perceptions
- System analyses
- Cost benefit

Policy (how to maintain change)

- Operationalize processes
- Codify within existing policy
- Dissemination to multiple audiences

Small Group Starting Points

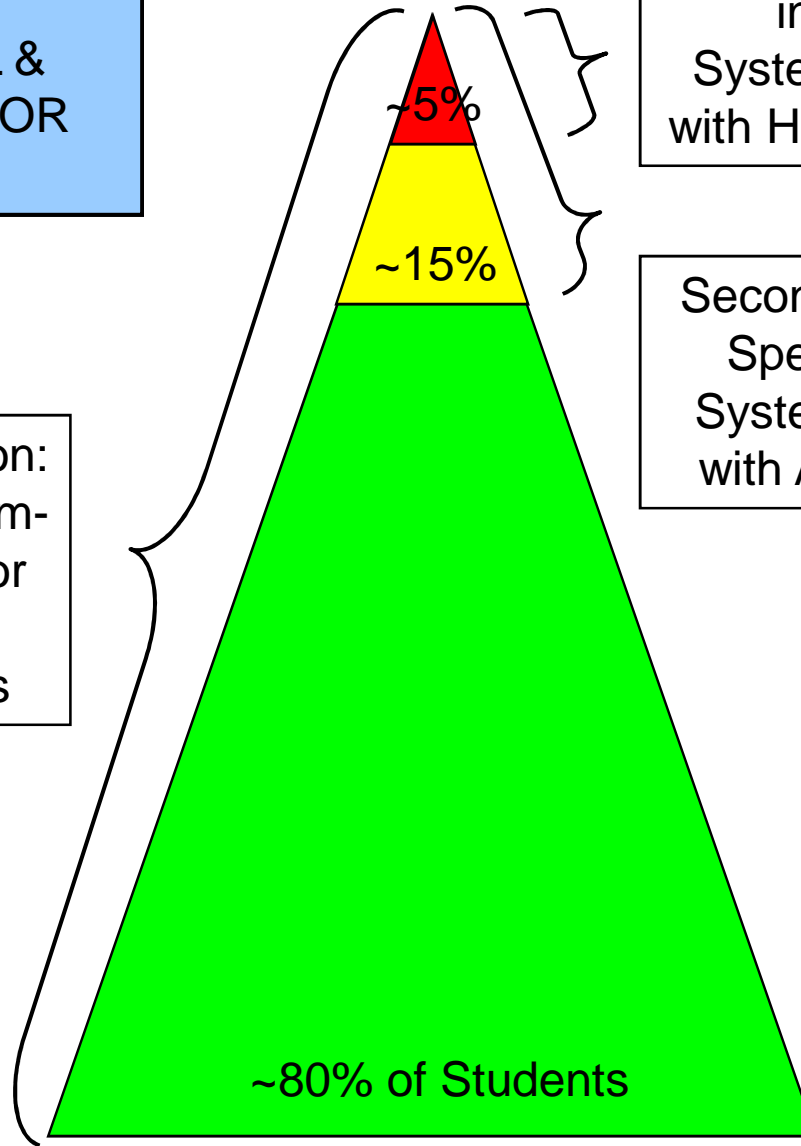
- Universals firmly in place
- Data used consistently in team meetings
- Data decision rules to identify students who need secondary supports
- Equal attention to practices (student support) and systems (adult support)

Essential Features

Emphasis is on continuum and interrelated components of data, practices, systems

CONTINUUM OF
SCHOOL-WIDE
INSTRUCTIONAL &
POSITIVE BEHAVIOR
SUPPORT

Primary Prevention:
School-/Classroom-
Wide Systems for
All Students,
Staff, & Settings



Tertiary Prevention:
Specialized
individualized
Systems for Students
with High-Risk behavior

Secondary Prevention:
Specialized Group
Systems for Students
with At-Risk behavior

Small Group / Targeted Interventions

- When universals not sufficient to impact behavior
- When students display chronic patterns
- When concerns arise regarding students' behavior

Targeted Interventions: Building Blocks

- **Teach**/build pro-social replacement behaviors
- Build maintenance and generalization strategies to promote use
- Attend to possible function of the problem behavior

Small Group / Targeted Interventions

Consider

- Not fixed group
- Student's needs vary across continuum over time and within academic/social area
- Least intrusive but matched to student need

Important Themes

- Part of a continuum – must link to school-wide PBS system
- Efficient and effective way to identify students
- Assessment = simple sort
- Intervention matched to presenting problem but not highly individualised

Important Themes

- Small group = all students get the same intervention (e.g., pull out social skills)
- Targeted = altering classroom or other environment to support a small number of students but will likely benefit all students (e.g., classroom environment changes)

Common misperception is that these strategies will “fix” the student and the classroom teacher does not need to be an active participant since “specialists” or outside staff are often involved in the intervention – Important to stress that these interventions will require high level of involvement among ALL staff within the school building

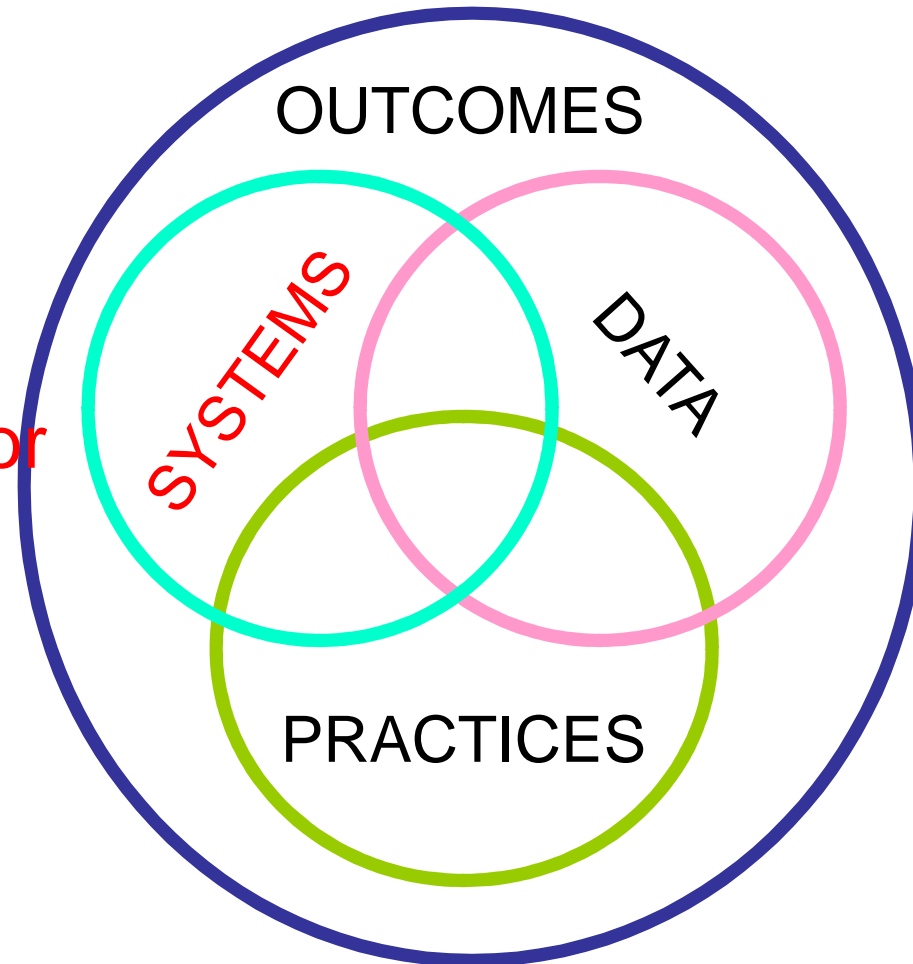
Keys

- Match intervention to student need
- Staff implementing interventions have skills and support
- ALL staff aware of interventions and their part in promoting generalization
- Focus on the **systems to support** throughout

Positive
Behavior
Support

Social Competence &
Academic Achievement

Supporting
Staff Behavior



Supporting
Decision
Making

Supporting
Student Behavior

Small Group / Targeted Interventions

- Data
 - Systematic way to identify at-risk students (e.g., office referrals, teacher nomination, rating scales)
 - Measure progress and fade support slowly
- Practices
 - Within class first option
 - Pull out programs must have generalization strategies
 - Link small group with school-wide rules and social skills
 - Academic & social strategies
- Systems
 - Training for ALL staff on procedures
 - Options for students who transfer in during school year

Screening & Assessment

- Routine review of individual student data
- Efficient teacher referral system
- Parent referral
- Screening tools (e.g. SSBD)
- *Look for those students who are often “under the radar”...*
 - Students who change addresses frequently
 - Students in Out of Home Care

Screening & Assessment

- Office discipline referral data-decision rules
 - 3 ODR for same offense = SAT
- Review of attendance, grades, achievement, other archival data
- Teacher referral
 - Simple form
 - Quick response

Assessment

- Focus is on sorting student for service, not “diagnosis and placement.”
- Social-behavioral Concerns
 - Social skills
 - Self-management
- Academic Concerns
 - Peer Tutors
 - Personal Contracts
 - Homework club
- Emotional Concerns
 - Adult mentors

Plan for Integrity of Implementation

- Teaching
- Coaching and feedback
- Scripts for adults to follow
- Data Collection
- Follow-up support meetings
- Follow up data evaluation

Small Group / Targeted Interventions

- ✓ Social Skill Training
- ✓ Self-Management
- ✓ Mentors/Check-in
- ✓ Peer tutoring / Peer Network
- ✓ Academic support

Social Skills

- Identify critical skills (deficit or performance problem)
- Develop social skill lessons
 - “Tell, show, practice”
 - Match language to school-wide expectations
- generalization strategies

Must provide clear & specific activities all staff follow to promote generalization & make sure staff using strategies

Self-Management

- Teach self-monitoring & targeted social skills simultaneously
- Practice self-monitoring until students accurately self-monitor at 80% or better
- Periodic checks on accuracy

It is not simply giving students a self-evaluation check-list, must teach and practice to fluency and reinforce both accurate self-evaluation and appropriate behavior

Mentoring

- Focus on “connections” at school
 - Not monitoring work
 - Not to “nag” regarding behavior
- Staff volunteer
 - Not in classroom
 - No administrators
- Match student to volunteer
 - 10 minutes min per week

Emphasise the importance of being ready to meet with student on a regular, predictable, and consistent basis. Goal is not to become a “friend,” but a positive adult role model who expresses sincere and genuine care for the student

Check-in

- Focus is on academic & social compliance
 - AM / PM
- Teach strategies to enter work /objectives to accomplish
 - Agendas
- All staff must prompt/reinforce student use

emphasize the goal is to fade out the check-in so the focus should be on reinforcing students for accurately self-monitoring and work completion across the school day

Peer Tutoring

- Tutors must be taught how to teach
- Tutors must be taught what to do if tutee does not comply
- Tutors must be given the option to drop out at any time without penalty

Initially, peer tutoring should be undertaken only with close and on-going teacher supervision to ensure success

Academic Support

- Homework
 - If data indicate it doesn't come back, give up the battle and build support within the school day
- Remediation
 - Direct instruction in addition to the current curriculum
- Accommodation
 - Within instruction

Emphasise the need to identify and intervene early before students fall behind – Ideal is routine screening using Curriculum Based Measures (CBM) to identify students early

Work Time

- Complete the Small Group Catalog sheet for one or two current small group strategies in place within your school at present

Next Steps

- Self-management
- Check in /Check out
- Mentoring
- Social Skills
- Family Involvement
- Middle School Example

Work Time

- Identify a small group strategy and begin outlining steps to implement using the “Small Group Planning Sheet”

Individual / Intensive

Individual Support Plans

- When small group not sufficient
- When problem intense and chronic
- Driven by Functional behavioural Assessment
- Linked to school-wide system

Big Ideas

- ❖ Understand interaction between behavior and the teaching environment

Behavior is functionally related to the teaching environment

- Build Positive Behavior Support Plans that teach pro-social “replacement” behaviors
- Create environments to support the use of pro-social behaviors
 - Around individual student need / self-management
 - Classroom
 - School-wide

FBA – PBS Plan Process

Success requires:

1. Individual(s) with expertise in FBA-PBS
2. Fluency with a clear process among all staff whereby roles are clearly defined
3. A basic understanding of Applied Behavior Analysis (*Behavior is functionally related to the teaching environment*) among all school staff

Basics

- Focus on observable behavior
 - Label free approach
 - Acknowledgement of other factors
- Instructional approach
- Emphasis on understanding the principles of behavior not specific forms or “cook book” strategies

Basics

- Best Practice vs. Discipline
- Process vs. a set of Forms
- Rule out explanations
- Move from personal experience with “discipline”
- Repeated practice to build fluency
- Teach - Practice

Essential Steps to Individual PBS Plans

1. Request for assistance
2. Operationally define problem/replacement behavior
3. Background/archival data/ data collection/Environmental Assessment
4. Functional Behavioral Assessment
 - Indirect measures
 - Direct observation
5. Develop hypothesis regarding function of problem behavior
6. Develop a PBS plan
 - Social skill instruction
 - Self management
 - Environmental modifications
7. Implement, Monitor and Evaluate progress

Functional Assessment

Pre-Assessment

- Interviews
- Rating Scales
- Student Guided

Direct Observation

- A-B-C
- Checklists

Outcome = Hypothesis

Hypothesis statement regarding the likely functions of the problem behavior and the context (social and environmental conditions) in which it is most likely to occur.

Hypothesis

- When this occurs....
- The student does....
- To get/avoid...



Functional-Based Interventions (PBS)

- Teach replacement behavior(s) that result in same/similar outcome
- ❖ Environment should not allow problem behavior to result in previous outcomes
- Replacement behavior should be more efficient than problem behavior

Positive Behavioral Support Plans

- Describe what behaviors are expected of the student and how they will be taught and supported
- Describe the changes in the environment that are designed to alter a student's behavior
 - Describe what adults will do differently in an effort to alter what the child does
 - Describe what academic, schedule, etc., changes will be made to support new behavior

Big Ideas

- ❖ Understand interaction between behavior and the teaching environment
- Build Positive Behavior Support Plans that teach pro-social “replacement” behaviors
- Create environments to support the use of pro-social behaviors
 - Around individual student need / self-management
 - Classroom
 - School-wide

Final Thoughts

- **SYSTEM, SYSTEM, SYSTEM**
- Train on both practices and how schools can implement (General to Specific Case)
- Fluency on underlying process (data, practices, systems)

Social Skills Instruction

Tim Lewis, Ph.D.
University of Missouri

Small Group

- Students displaying social skill challenges as primary concern
- Set of skills targeting common concerns
- Set of clear generalisation strategies for classroom teachers to implement

Individual

- Social skill deficits / performance problem
- Guided by functional behavioural assessment
- Replacement “social skill” meets need
- Environment supports use of new skill
 - High rates of reinforcement
 - New skill accesses previous function of problem behaviour

Science Behind the common themes

- Effective instruction
- Environmental analyses (why students do or do not use skills)
- Implementation of behavior change and maintenance strategies (adult & student) to effect change

Social Skill Instruction

Definitions

Functional Perspective

Best Practices

Definition- Social Competence

“Social competence represents an evaluative term based on judgments (given certain criteria) that a person has performed a task adequately. These judgments may be based on opinions of significant others (e.g., parents, teachers), comparisons to explicit criteria (e.g., number of social tasks correctly performed in relation to some criterion), or comparisons to some normative sample.” (Gresham, 1986, p. 146)

Definition -Social Skills

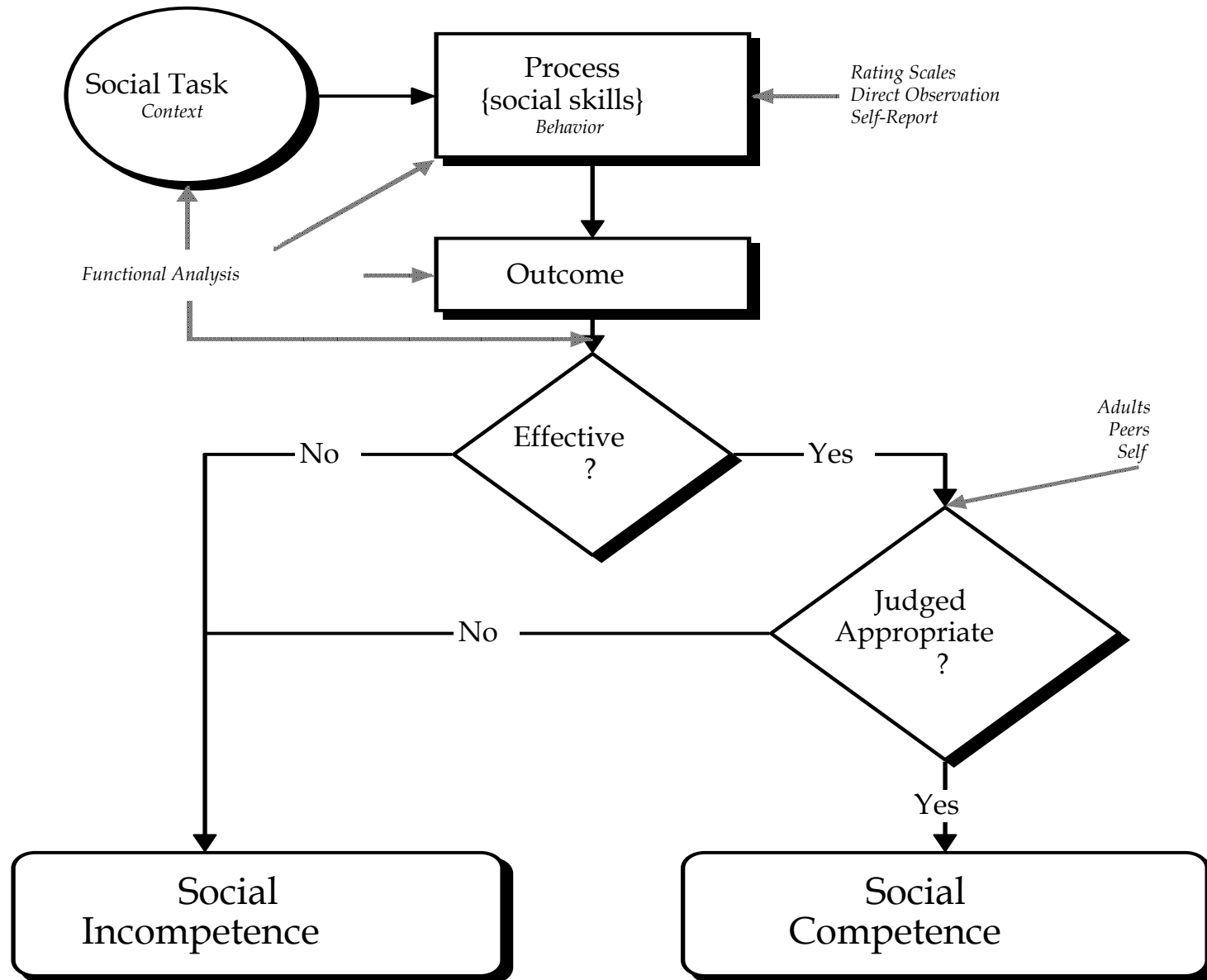
Social skills are defined as "those behaviours which, within a given situation, predict important social outcomes" (Gresham, 1986, p. 5).

a) social skills are simply one facet of an overall construct of social competence – if taught in isolation you will never reach the larger objective of improved social functioning, b) they are linked to the environment in which they occur, and c) targeted skills should reflect the larger school set of behavioural expectations

Functional Perspective

*“Inappropriate” social skills meet student need
and until we teach an “appropriate” skill and
alter the environment, they will continue to use the
inappropriate*

Social Competence Assessment



Best Practices

Teaching the General Case

Steps in Social Skill Instruction

- Assessment
- Planning
- Lesson Development
- Teaching
- Generalisation

Assessment: Student Identification

(Data, System)

Use of existing data / assessment sources such as ODR, visits to discipline room, teacher referral, number of “buddy room” visits

Assessment: Skill Selection (Data)

- Teacher Ratings
- Ratings by others
- Direct Observation

Importance of discussing cultural, language, and other factors that impact perceptions of “appropriate” social skills

Assessment: Teacher Ratings

The Walker-McConnell Scale of Social Competence and School Adjustment. H. M. Walker & S. R. McConnell (1988). Austin, TX: Pro-Ed. (elementary & secondary versions)

- *Teacher-Preferred Social behavior*
- *Peer-Preferred Social behavior*
- *School Adjustment behavior*

Assessment: Teacher Ratings

Social Skill Rating System (SRSS) F. M. Gresham & S. N. Elliott (1990). Circle Pines, MN: American Guidance Services. (ages 3-18)

- *Social skills acquisition deficits*
- *No interfering problem behavior*
- *Social skills performance deficits*
- *Interfering problem behavior*
- *Social skills strengths*

Assessment: Direct Observation

Outcomes:

- Needed social skills
- Problem type
 - skill deficiency
 - performance problem
 - maintenance / generalization problems
- Examples for instruction and tests

Planning Requirements

(practices, systems)

- Curriculum / Lesson Plans
 - Adapt/adopt
- Group procedures
- generalization strategies

Curriculum Analysis

(system)

- What instructional components are included in the curriculum?
- Is the curriculum adaptable to individual needs?
- Can the curriculum be used with small groups?
- Can personnel implement the curriculum without specialized training beyond that described in the curriculum?
- Is the cost implementation reasonable and manageable?
- Are strategies included that will promote maintenance and generalization of skills? (Carter & Sugai, 1989, p. 38)

Lesson Components

(practices)

- rule for when to use the skill
- set of useful skill variations
 - teach the rule (TELL)
 - demonstrate the skill (SHOW)
 - students practice the skill (PRACTICE)
 - review and test the skill (PRACTICE)
 - assign homework (PRACTICE)

Teaching social skills follows the same format as teaching academic skills

Lesson Plans: Teach (tell)

- definition of essential rule
- description of skill components and variations

Lesson Plans: Demonstrate (show)

- model / demonstrate the skill
 - select competent and respected students and adults
 - only the teacher models incorrect responses
 - select examples from natural context
 - at least two positive demonstrations of each example

Lesson Plans: Practice

- role play activities
 - focus on relevant features
 - have student "think aloud"
 - teacher can provide coaching during lesson
 - involve all members of the group by assigning tasks / questions
 - have student self evaluate after activity

Lesson Plans: Review & Test

More Practice

- review essential rule for the day
- test on untrained examples through role plays
- test each student as often as possible (daily)
- request demonstration of skill whenever possible (verbally or role play)
- **lesson homework**

Group Procedures

(practices, system)

- Who & how many in the group?
 - 5-8
- When & how long meet?
 - At least weekly over the school year
- Who teaches?
 - Combination
- Basic behaviour management
 - Routines
 - Expectations
 - Attention signal
 - Incentives

Social skill outcomes, expectations, etc. must be connected to the school-wide PBS system

Maintenance & Generalization

Connect points to larger School-wide
System (system, policy)

Promoting Maintenance and generalization

Strategies To Use During Training (practices)

- Use naturally occurring examples within role plays
- Use naturally occurring reinforcers
- Use language of school-wide PBS system
- Pinpoint activities students likely to engage

Promoting Maintenance and generalization

Strategies To Use During Training (practices)

- Train in the targeted setting
- During training, include peers the target student(s) likely to encounter in the problem setting
- Use a number of trainers or other adults during training
- Continue training for a sufficient amount of time

Promoting Maintenance and generalization

Strategies to Use Within the Target Setting (system, policy)

- Prompt students to display skill (Pre-Corrects)
- Reinforce displays of skills in generalized settings using language of school-wide PBS system
- Enlist a variety of others to prompt and reinforce skills in generalized settings
- Individual contracts and behavior change plans
- Group contingencies

Small Group Social Skill

Important Themes

- Part of a continuum – **must link to school-wide PBS system**
- Efficient and effective way to identify students
- Assessment = simple sort
- Intervention matched to presenting problem but not highly individualised

Assessment

- Social-behavioural Concerns
 - Social skills
 - Self-management
- Academic Concerns
 - Peer Tutors
 - Check in/check out
 - Homework club
- Emotional Concerns
 - Mentors

School Specific

- Social Skill Club
- Lunch Club
- Self-Management centre

Social Skills Club

Student Selection

- Designed to meet the needs of repeat offenders
- Criteria for selection: 8 or more referrals across previous school year

Focus = _____

Social Skills Club

- Parent letters to extend “invitation”
 - Voluntary participation
 - Presented as prevention/support
 - Encouraged parent participation

Focus = _____

Social Skills Club

Instructors

- Special Education teacher with fluency in social skills instruction
- Regular class teacher
- Access to technical assistance and resources

Focus = _____

Social Skills Club

Group Management

- Two adults!
- Club expectations linked to school-wide expectations
- Rules and expectations for group participation in role play
- Planned fun
- Reinforcement system linked to school-wide system

Focus = _____

Social Skills Club

Curriculum & Delivery of Instruction

- Collected and prepared materials from a variety of sources.
- One hour per week after school for the academic school year
- Attention to pre-requisite skills for participating in lessons.
- Structured format: Advanced Organizer, Teach, Model, Role play, Review, Test & Homework

Focus = _____

Social Skills Club generalization

- Posters of each lesson given to classroom teachers to display in class and use as visual prompt.
- “Club” participants present weekly social skill lesson to from club to their class.
- Staff instructed on how to prompt and reinforce

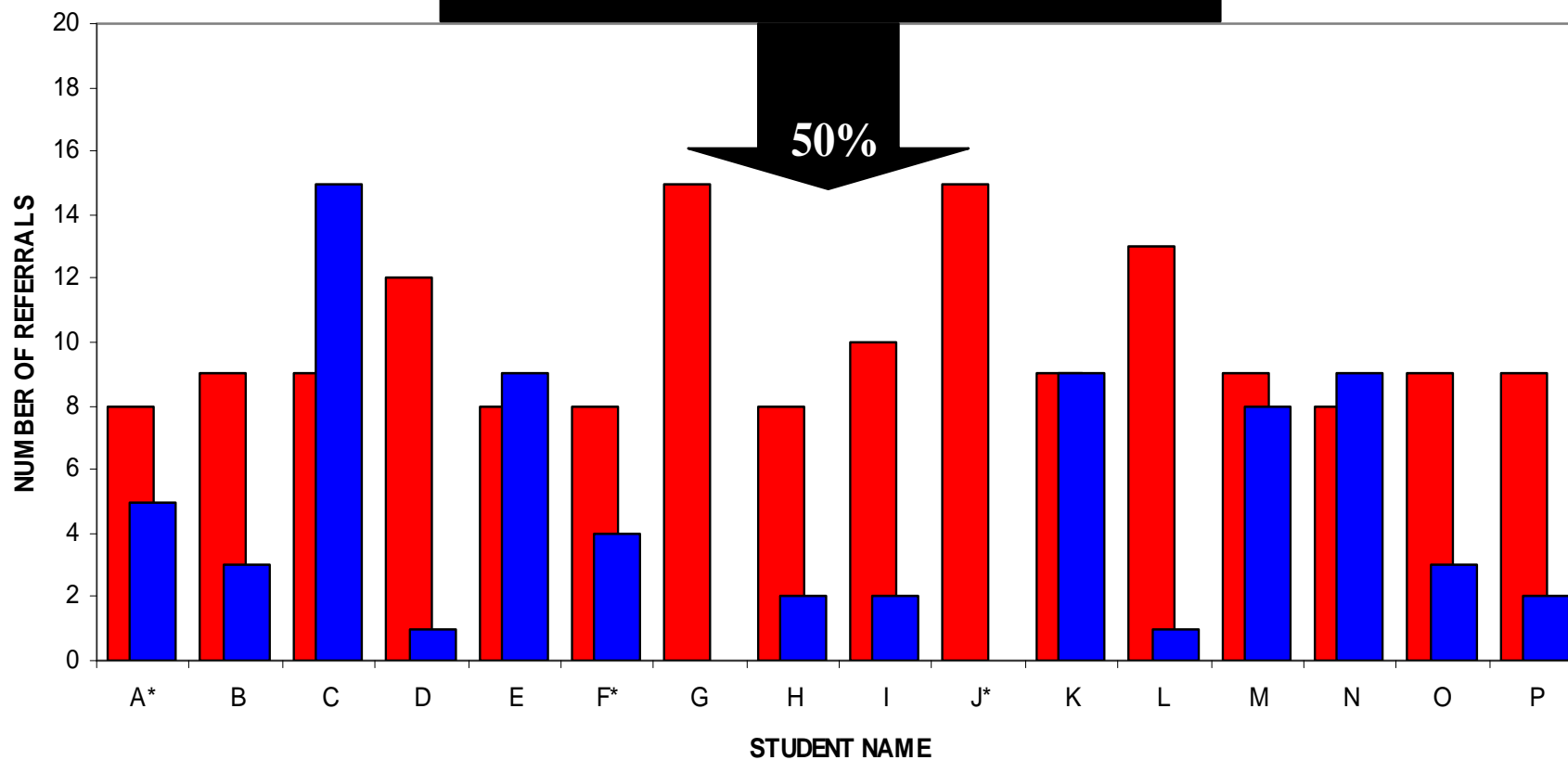
Focus = _____

STUDENTS RECEIVING A 'BEHAVIOR PLAN'

EIGHT OR MORE REFERRALS

1999/2000 vs. 2000/2001

AVERAGE PERCENT DECLINE IN REFERRALS



* STUDENT LEFT SCHOOL DISTRICT BEFORE THE END OF THE ACADEMIC YEAR

REFERRALS 99-00 REFERRALS 00-01

Moving Toward Small Group/ Targeted and Individual Supports: Building Efficient and Effective Systems

Barbara Mitchell

Columbia Public Schools

Tim Lewis

University of Missouri

Building Systems

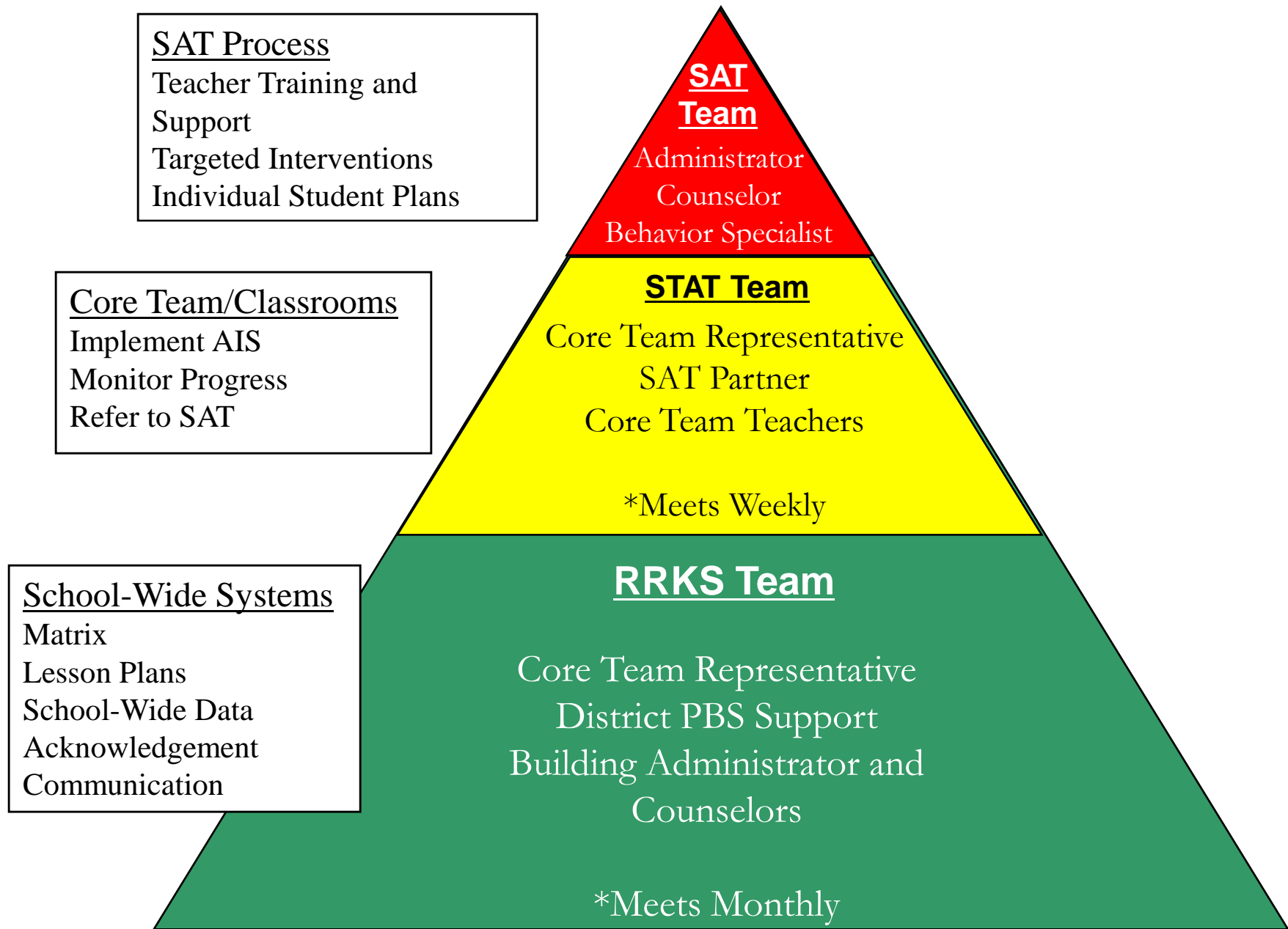
How to get there

- 1. Develop method for communication*
- 2. Provide tools for decision making*
- 3. Design process for accessing support*
- 4. Plan for maintaining and sustaining*

Communicating Practice

SAT-STAT-RRKS

Method for Communicating Practice



Skills-Based Assistance

Assistance Model

- *SAT members with behavior specialist*
 - Behavior basics and management
 - SAT process
 - Function-linked strategies
- *SAT members with STAT team representative*
- *SAT and STAT with core team teachers*

Ongoing Intensive Support

- Weekly, skills-based, with feedback
- Periodic, intensive, with follow-up
- Example: 2007-08 Sessions
 - Classroom/team universals
 - AIS process
 - Follow-up AIS
 - Peer observations
 - Feedback and systems maintenance

Decision Making Tools

Pyramid to Success

RRKS TOC

*AIS guide (Alternative Intervention
Strategies)*

Pyramid to Success for All



Office Issues

Bus referrals, Truancy, Chronic offender, Threatening student or adult, Fighting, Refusal to go to or Disruptive in Buddy Room, Sexual harassment, Weapons, Drug/cigarettes/ tobacco/alcohol, Assault – physical or verbal

Teacher Method for handling student behaviors

- Referral Form – send student to office with completed form
- Process with student before re-entry

Office Method for handling student behaviors

Proactive: RRKS Review, Parent Contact

Corrective: Loss of Privilege, Saturday detention, Opportunity Center, Suspension, etc.

Team Issues

Repeated minor & major disruptions in multiple classrooms, Throwing things, Hallway/Lockers problems, Attendance, Repeated disrespect to peers or adults, Cheating, Inappropriate to substitute, Insubordination, Chronic Disruptions

Method for handling student behaviors

Proactive: Parent contact (*mandatory*), RRKS review, Team conference, Team conference with student, Team conference with Parents, Team conference with Administrator/Counselor, Triage in the AM with the student, Triage at lunch with the student, Team Focus, etc.

Corrective: Removal of privilege on team, Recovery Study Hall, Buddy Room, etc.

Classroom Teacher Issues

Out of seat, Talking to classmates, Talking out, Off-task, Violation of class rules, Inappropriate language, Lack of materials, Gum, Disrespect, Cheating, Tardies, Minor destruction of property

Method for handling student behaviors

Proactive: Positive call to parents, Use praise, Use Rewards, Daily/Weekly Goal sheets, Proximity to instructor, Provide choices, One-to-One assistance, Pre-correct for transitions/trouble situations, Regular breaks for exercise, Give a job, RRKS Review, Reward lunch with teacher, etc.

Corrective: One and only one REDIRECT, RRKS Review, Safe-seat, Buddy Room, Think Sheet, Parent Phone call, Lunch Detention, Recovery Study Hall, Removal of privilege in classroom, etc.

RRKS TOC (front side)

RRKS – Time Out of Class

Code: _____

Student: _____ Date: _____

Incident Time: _____ # of min. out of rm.: _____

Teacher: _____ Subject: _____

What did you do/not do that got you sent out of class?

Circle the RRKS expectation that was not followed:

Respect Responsible Kind Safe

**What will you do differently next
time?** _____

RRKS TOC (back side)

Processing Checklist:

Processing data & time:

- Review with the student reason he/she was sent out.
- Teach & practice replacement behavior.
- Provide positive reinforcement for replacement behavior.
- Check the setting in which the behavior occurred.

Whole group instruction	
Small group instruction	
Individual work	
Working with peers	
Alone	
1-on-1 instruction	
Interacting with peers	
Other: Please identify below	

Minor List: Circle the appropriate code

(MDD) Defiance/Disrespect/Non-compliance	(MDS) Disruption	(MI) Inappropriate Verbal Language
(MO) Other	(MPC) Phys. Contact	(MP) Property Misuse

Gentry FBA Matrix

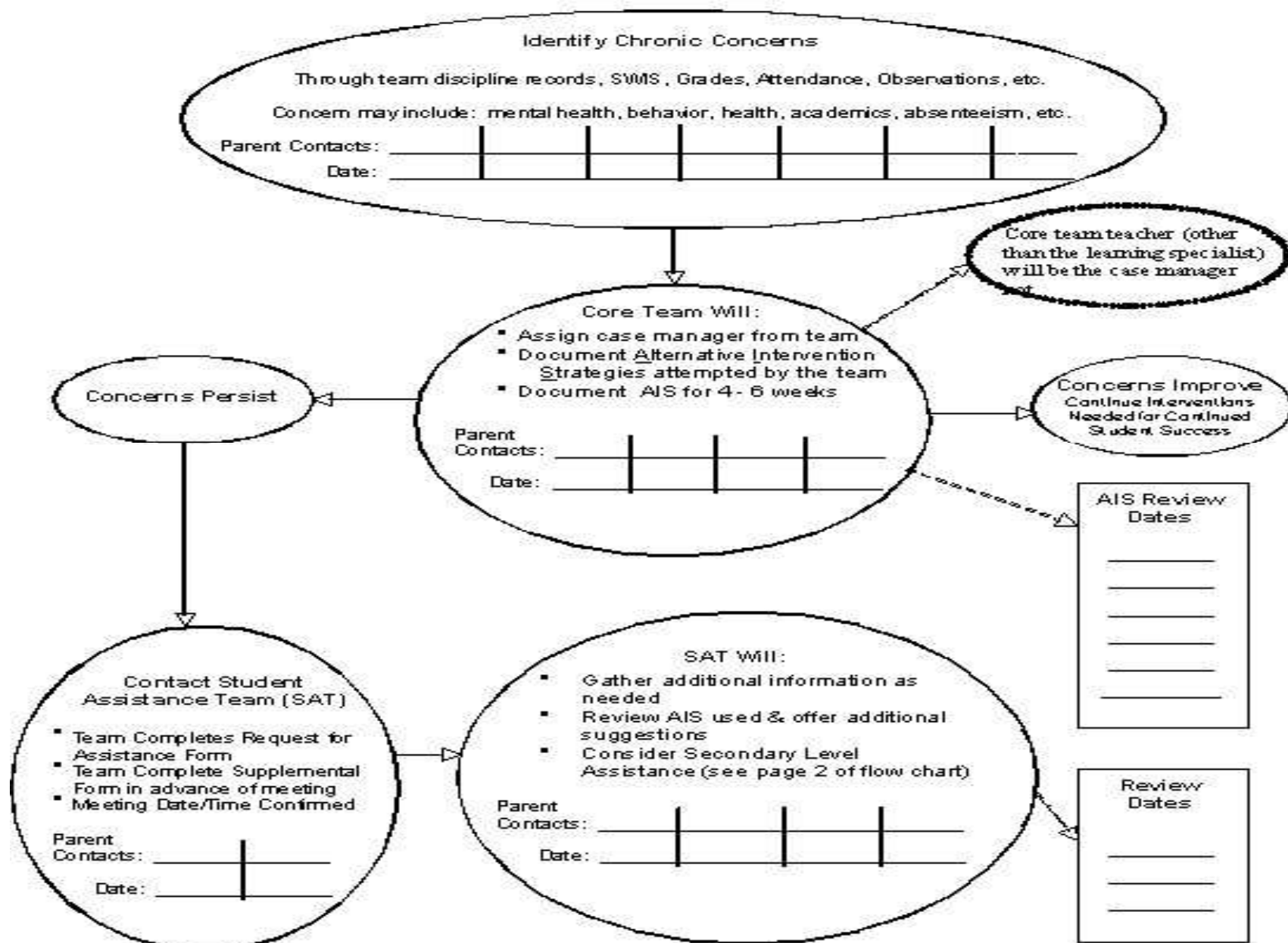
Problem Behavior	Function	Replacement Behavior	Intervention	Outcome for Replacement Behavior
Off-task, Non-disruptive	Peer Attention	On-task, work completion	<ul style="list-style-type: none"> • RRKS lesson Š Non-task • Pre-correct @ start of class • Self-monitor: on-task • <i>Periodic praise by teacher for on-task</i> • Quick de-brief at end of class on self-monitoring 	Earn time with peers for meeting self-management goals
Off-task, Disruptive	Peer Attention	On-task, respectful responses, work completion	<ul style="list-style-type: none"> • RRKS lesson Š Non-task • RRKS lesson Š conflict management/respect • Pre-correct @ start of class • Self-monitor: on-task & RRKS • <i>Periodic praise by teacher for on-task</i> • Quick de-brief at end of class on self-monitoring 	Earn time with peers for meeting self-management goals
Off-task, Non-disruptive, work completion	Escape (avoids teacher and peers during instruction)	On-task, work completion	<ul style="list-style-type: none"> • RRKS lesson Š Non-task • Pre-correct @ start of class • Self-monitor: on-task + work completion • Quick de-brief at end of class on self-monitoring 	Earn a Škipa homeworkŠpass Earn other preferred activity for meeting self-management and work completion goals
Off-task, Non-disruptive, work completion	Attention (responds to teacher directions, engages peers)	On-task, work completion	<ul style="list-style-type: none"> • RRKS lesson Š Non-task • Pre-correct @ start of class • Self-monitor: on-task + work completion • <i>Periodic praise by teacher for on-task + work completion</i> • Quick de-brief at end of class on self-monitoring 	Earn Ša work with peerŠactivity Earn other preferred activity for meeting self-management and work completion goals
Off-task, Disruptive,	Escape	On-task, respectful	<ul style="list-style-type: none"> • RRKS lesson Š Non-task 	Earn a Škipa homeworkŠpass

Process for Accessing Support

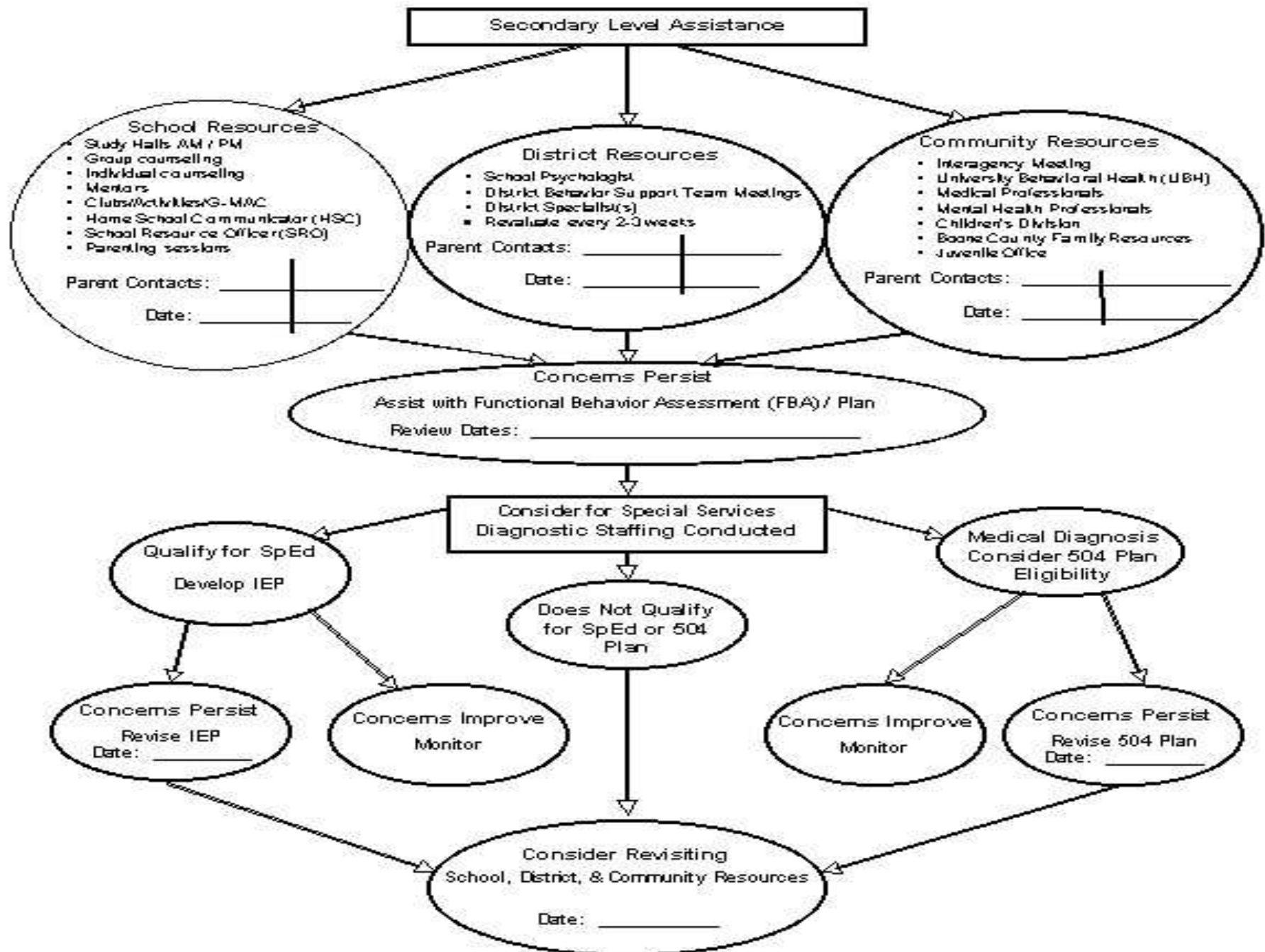
AIS - SAT Flowchart

Gentry Middle School SAT Flowchart

Student's Name: _____ Team: _____ Date: _____



Gentry Middle School SAT Flowchart – Page 2



Plan for Maintaining and Sustaining

Work Smarter Not Harder

- Restructure resources
- Realign responsibilities
- Revise routines
- Review results

Build Buy-In

- Same things we do for students
 - Teach expected behavior
 - Reinforce reasonable approximation
 - Acknowledge success

Check-in/Check-out

Tim Lewis, Ph.D. & Barbara Mitchell
University of Missouri

Crone, D. A., Horner, R. H., & Hawken, L. S. (2004). Responding to problem behavior in schools: Behavior education program. New York: Guilford Press.

What is CICO?

- Targeted intervention that provides
 - Daily academic and behavioral support
 - Systematic performance feedback
 - High rates of adult attention
 - Mechanism for making data based decisions
 - Communication link between school and home

Who Benefits?

- CICO is for students who
 - Continue to display problems with universal supports in place
 - Demonstrate behavior patterns which are functionally related to obtaining attention
 - Need increased levels of structure, routine and feedback

Why Use CICO?

- Provides a systematic intervention to reduce problem behavior which may lead to increased academic achievement for students who find adult and/or peer attention reinforcing

(Crone, Horner, & Hawken, 2004, p. 9)

Research Supported Practice

- Schools can successfully implement
- Decreases problem behavior
- Effective for 60-75% of second tier, at-risk students
- Ineffective for students who do not find adult attention reinforcing
- Use of FBA can enhance success

(Crone, Horner, & Hawken, 2004, pp. 9-10)

Applied Work in Progress

Gentry CICO Process

Implementation

- Daily Check-in (7:30-7:50)
 - Consistent location
 - Begin with positive greeting
 - Prompt for chart
 - Prepare for day (breakfast, pencil, paper, planner)
 - Reminder of expectations

**Provides access to positive peer and adult attention, precorrects for behavioral and academic expectations, and organizes student materials*

Implementation

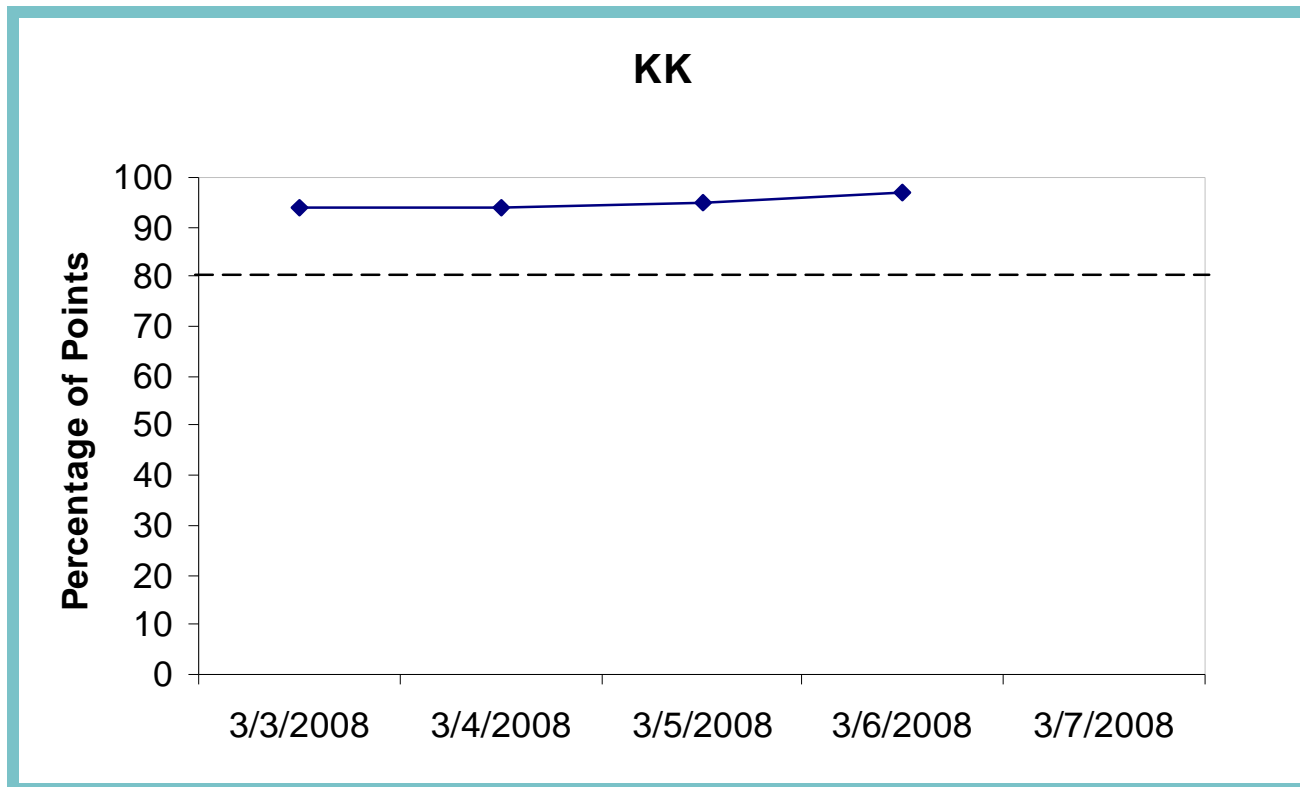
- Throughout the Day
 - Student carries chart
 - Teacher greets and precorrects
 - Teacher provides feedback and signs points
 - Established criteria for points
- *Provides high rates of adult attention and specific performance feedback*

Implementation

- Daily Check-Out (2:45-3:00)
 - Consistent location
 - Adult positive greeting
 - Student totals points, find percentage and documents
 - Daily and/or weekly reinforcer for meeting goals
 - Quick de-brief and parent note
- *Provides positive adult attention, specific performance feedback and progress monitoring*

Implementation Example

Week 9	3/3/2008	3/4/2008	3/5/2008	3/6/2008	3/7/2008	Weekly Average
KK	94%	94%	95%	97%	No School	95%



Implementation Example

RRKS Chart Parent Copy

Name: _____

Date: _____

Daily Percentage: _____%

Comments: _____

* Daily Percentage goal is 80%

Parent/Guardian Signature: _____

Implementation

- Fading Process
 - Use data to make decisions
 - Establish criteria
 - i.e. 80% of possible points for 4 weeks
 - Conference with student
 - Fade teacher and move to self-monitoring

Systems Features

How Gentry Got CICO
Up and Running

Designate Program Coordinator

- Assists with selection of students
 - Communicates plans to participants
 - Designs CICO point chart
 - Conducts daily check-in and out
 - Monitors daily progress
 - Provides feedback and incentives
 - Makes data decisions
- (continue, modify or fade out)

Establish Criteria and Identify Participants

- Four to six office referrals
- RRKS TOC documentation (time out of class due to behavior problems)
- Data indicating attention maintained behavior
- Student willingness to participate

Select “Host” Environment

- Classrooms with clearly defined
 - *Expectations*
 - *Routines*
 - *Procedures*
 - *Response to problem behavior*
- Teacher willingness to participate
- Flexibility with student schedules
- Start small

Implement Program

- Conference with students
- Model for teachers
- Maintain data
- Problem solve
 - Students not checking-in
 - Students not getting chart signed
 - Students not checking-out

Work Time

- Using the small group planning sheet and the process analysis form, begin conversation about how to train and support school teams on implementing check in / check out

Self Management

Tim Lewis, Ph.D.
University of Missouri

Self Management

- Self management should be planned and taught at the beginning of any behavior change program. Once new behavior has been successfully brought under teacher control and is demonstrated at fluent rate, move to student control of behavior, or self-management.

Self Management

- **SELF-MONITORING** - Condition in which the student objectively records the frequency of a given behavior or class of behaviors
- **SELF REINFORCEMENT**- Condition in which students have an opportunity to reward or reinforce their behaviors

Self-Management Training

- Self Management is more likely to succeed if student is interested in changing his/her behavior and is motivated to work for specified contingencies
- **MUST TEACH PROCEDURE AND PROVIDE SEVERAL OPPORTUNITIES TO PRACTICE**

Self -Monitoring

Pre-Intervention

Involve student in:

- Goals
- Criteria to meet goals
- Consequences
- Data collection instrument selection

Self -Monitoring

Developing the Recording Instrument

- Instrument should be easy to use
 - event recording
 - permanent product
 - momentary time sampling
 - Evaluation
- Easier to self monitor if target discrete behaviors

Self -Monitoring

Teaching the Recording Procedure

- What to record (clearly defined behavior)
- When to record (each behavior/correct-incorrect/at end of interval)
- How often to record (what subjects/ what time period)

Self -Monitoring

Implementing The Self Recording Procedure

- Set up periods when both teacher and student can record behavior
- Set up goals, criteria, and contingencies to increase accurate responding
- Simultaneously reinforce appropriate behavior and accurate self recording

Self -Monitoring

Reinforce Student When:

- Student displays appropriate behavior
- Student accurately records behavior (student/teacher match)
- When student has reached behavior criteria (daily/weekly goal for both target behavior and accuracy)

Train to high level of accuracy before fading teacher control

Self -Monitoring

Increasing Effectiveness of Self-Monitoring

- Provide opportunity to record immediately after occurrence of behavior or end of time interval
- Provide prompts to cue the person when to observe and record
- Provide periodic checks for accuracy
- Teach self-instruction

Self Monitor Activity

- Select a partner
- Clearly define an “on-task” behavior
- Create a self monitor sheet (one minute interval for 5 minutes)
- Collect data independently

--	--	--	--	--

Self -Monitoring

Outcome of Self-Monitoring
= Self Reinforcement

Self Reinforcement

During Social Skill Instruction

- Reinforcement under teacher control
- Immediate and contingent paired with natural reinforcement following display of appropriate behavior
- TEACH SELF REINFORCEMENT PROCEDURE

Self Reinforcement

Student Mastery of Self Monitoring

- Fade control of reinforcement to student
- Provide systematic and consistent procedure
- Periodic check by teacher for accuracy
- Once student fluent at self-reinforcement, begin to fade external reinforcement
- Emphasize natural reinforcers and schedules

Evaluate Self-Management Effectiveness

- Data collection in generalized settings
- Encourage other teachers to monitor self-management and reinforce
- Provide periodic "booster" sessions if generalized responding decreases

Mentoring

Tim Lewis, Ph.D.
University of Missouri

Mentoring

- A process where an experienced adult forms a relationship with and transfers knowledge to a student (Blechman, 1992)
- A human relationship that includes encouraging and guiding personal growth and development (Campbell-Whatley, 2001)

Mentoring

- Part of a systems approach to providing critical intervention for students who:
 - Lack a role model
 - Experience academic failure
 - Exhibit attention maintained behavior

Mentors...

- Official/Non-official adult friend/confidant
- Persistent presence around the school
- Universally recognized
- Approachable
- Cheap/cost effective

Mentor's Role

- To provide guidance, support, and encouragement for the student while modeling such skills as effective communication, empathy and concern for others, and openness and honesty
- Commitment for entire academic year

Mentoring

- Not a “stand alone” program...part of a system
- Requires a shift in student-adult relationship

Implementation/Program Development

- Essential components/aspects of mentoring programs
 - Involve personnel who have contact with students
 - Select program staff
 - Determine program goals and objectives
 - Define target population
 - Develop activities and procedures

Essential Components/Aspects of Mentoring Programs

- Orient mentors and students
- Monitor mentoring process
- Ensure a good match
- Evaluate program effectiveness

Involve Personnel who have Contact with Students

- Teachers
 - suggest program type “best fit”
- Administrators
 - actively involved in scheduling, recruiting, and mentor selection
- Counselors
 - Train mentors, troubleshoot problems, etc.
- Secretaries, Cooks & Custodians all may serve as mentors

Other Possible Mentors...

- Community Volunteers
 - Local businesses
 - Grandparents
 - Retired individuals
 - Universities
 - High schools
 - Local service agencies
- Only use if can insure consistency in meeting schedule and sustained over school year

Determine Program Goals and Objectives

- Based on needs of students
- Determined by Team
 - Focus on basic needs
 - Academic
 - Achievement
 - Behavior
 - Communication
 - Attendance
 - Social skills

Determine Who Should be in Program

- Clearly define population and selection criteria
 - Academic failure, absentees, etc.
 - Teacher Nomination

Develop Activities and Procedures

- Determine length and frequency of mentor-student contact
 - Weekly
- Activities should be planned in advance and placed on a schedule to be shared with participants

Orient Mentors and Students

- Before formal process begins
- Both mentor and student should understand roles and hold positive expectations
- Mentors must be aware of student needs and characteristics
- Determine individual student goals and outcomes

Monitor Mentoring Process

- Continuous monitoring to determine success
- Provide ongoing support for the Mentor
 - Formal/informal
 - Where
 - When
 - How often

Ensure Good Match

- Good predictors of a good match
 - Personality
 - Gender
- Most important
 - Mentor's ability to empathize

Evaluate Program Effectiveness

- Pretest/posttest comparison of criterion for entrance into program (attendance, grades, suspensions, etc.)
- Possible outcomes
 - Increase in
 - Student attendance
 - Work completion/grades
 - Academic performance
 - Completion of homework
 - Parental/teacher involvement
 - Positive student-teacher interactions

Evaluate Program Effectiveness

Decrease in

- Meetings with counselor
- Office referrals
- Time outs
- Suspension
- Detention

Practical Suggestions

- Keep in mind the importance of communication, especially “Listening”
- Remember your purpose for mentoring
- Continue ongoing assessment of program effectiveness